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ABSTRACT

Early in the afternoon of December 7, 1941, U.S. President Franklin D. Roosevelt and his chief foreign policy aide, Harry Hopkins, were interrupted by a telephone call from Secretary of War, Henry Stimson, and told that the Japanese had attacked Pearl Harbor (Hawaii). At about 5:00 p.m., following meetings with his military advisers, the president calmly and decisively dictated to his secretary a request to the U.S. Congress for a declaration of war. President Roosevelt then revised the typed draft marking it up and selecting alternative wordings that strengthened the tone of the speech. He made the most significant change in the critical first line, which originally read "a date which will live in world history." On December 8, at 12:30 p.m., Roosevelt addressed a joint session of Congress and the nation via radio. At 4:00 p.m. that same afternoon, President Roosevelt signed a declaration of war. The primary source documents featured in this lesson plan are the annotated typewritten copy of the "Day in Infamy" speech and a photograph of President Roosevelt signing the declaration of war against Japan. The lesson plan provides background information; presents teaching activities; addresses National History Standards and National Civics and Government Standards; and suggests activities for document analysis and activities for further investigation. (BT)

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TEACHING WITH DOCUMENTS

"A Date Which Will Live in Infamy" - The First Typed Draft of Franklin D. Roosevelt's War Address

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Teaching With Documents Lesson Plan:

"A Date Which Will Live in Infamy" - The First Typed Draft of Franklin D. Roosevelt's War Address

Background

Early in the afternoon of December 7, 1941, President Franklin D. Roosevelt and his chief foreign policy aide, Harry Hopkins, were interrupted by a telephone call from Secretary of War Henry Stimson and told that the Japanese had attacked Pearl Harbor. At about 5:00 p.m., following meetings with his military advisers, the President calmly and decisively dictated to his secretary, Grace Tully, a request to Congress for a declaration of war. He had composed the speech in his head after deciding on a brief, uncomplicated appeal to the people of the United States rather than a thorough recitation of Japanese perfidies, as Secretary of State Cordell Hull had urged.

President Roosevelt then revised the typed draft—marking it up, updating military information, and selecting alternative wordings that strengthened the tone of the speech. He made the most significant change in the critical first line, which originally read, "a date which will live in world history." Grace Tully then prepared the final reading copy, which Roosevelt subsequently altered in three more places.

On December 8, at 12:30 p.m., Roosevelt addressed a joint session of Congress and the Nation via radio. The Senate responded with a unanimous vote in support of war; only Montana pacifist Jeanette Rankin dissented in the House. At 4:00 p.m. that same afternoon, President Roosevelt signed the declaration of war.

The document featured in this article, the typewritten draft, is housed at the Franklin D. Roosevelt Library [http://www.fdrlibrary.marist.edu/] in Hyde Park, NY. (The library is administered by the National Archives and Records Administration.) Roosevelt misplaced his reading copy immediately following the speech; it remained missing for 43 years. Instead of bringing the reading copy back to the White House for Grace Tully to file, the President evidently left it in the House chamber, where he had given the address. A Senate clerk took charge of it, endorsed it "Dec 8, 1941, Read in joint session," and filed it. In March 1984 an archivist located the reading copy among the Records of the U.S. Senate, Record Group 46, located in the National Archives building, where it remains today.

The Documents:

Document 1 – Annotated Typewritten Copy of "Day of Infamy" Speech Franklin D. Roosevelt Library, Speeches of President, Franklin D. Roosevelt, 1933-1945

Document 2 – President Franklin D. Roosevelt Signing the Declaration of War Against Japan, December 8, 1941 National Archives and Administration, Records of the United States Senate, Record Group 46

Excerpt from the 'Day of Infamy' Radio Address

- AU Format (528K)
  http://www.archives.gov/digital_classroom/lessons/day_of_infamy/images/infamy_radio_address.au
- WAV Format, Windows (528K)
  http://www.archives.gov/digital_classroom/lessons/day_of_infamy/images/infamy_radio_address.wav
- AIFF Format, MacIntosh (528K)
  ttp://www.archives.gov/digital_classroom/lessons/day_of_infamy/images/infamy_radio_address.aiff

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Lesson Resources

Standards Correlations

Teaching Activities

Document Analysis Worksheet

Photograph Analysis Worksheet

Sound Recording Analysis Worksheet

Page URL: http://www.archives.gov/digital_classroom/lessons/day_of_infamy/day_of_infamy.html

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Teaching Activities

Standards Correlations

This lesson correlates to the National History Standards.

- Era 8-The Great Depression and World War II (1929-1945)
  - Standard 3A-Demonstrate understanding of the international background of World War II.

This lesson correlates to the National Standards for Civics and Government.

- Standard IV.A.1.-Explain how nation-states interact with each other.
- Standard IV.B.2.-Evaluate, take, and defend positions about how United States foreign policy is made and the means by which it is carried out.

Cross-curricular Connections

Share this exercise with your history, government, and language arts colleagues.

Analyzing the Document

1. Ask students to define each of the following vocabulary terms as used in this speech: infamy, premeditated, implications, onslaught, uttermost, mincing, and dastardly.

2. Place students in groups of two or three, and ask each group to find examples in Roosevelt's address of these techniques for enhancing the effect of a speech: repetition, alliteration, emotionally charged words, appeal to self-preservation, and assurance of moral superiority.

3. Lead a class discussion on these questions: To whom was this speech addressed? What appeals are made to each group?

4. Help students compare the handwritten changes with the original typed draft. Ask each student to select three changes from this draft of the speech and explain ether the changes strengthened or weakened the address, considering the audiences they have identified.

   A written document analysis worksheet is available.

Listening Skills

5. Bring in a recording of Roosevelt delivering this six-minute address. Duplicate and distribute

copies of the Sound Recording Analysis Worksheet for students, provide them with the setting, and ask them to complete the worksheet.

Part of the recording is available online:

- AU Format (528K)
  http://www.archives.gov/digital_classroom/lessons/day_of_infamy/images/infamy_radio_address.au

- WAV Format, Windows (528K)
  http://www.archives.gov/digital_classroom/lessons/day_of_infamy/images/infamy_radio_address.wav

- AIFF Format, MacIntosh (528K)
  ttp://www.archives.gov/digital_classroom/lessons/day_of_infamy/images/infamy_radio_address.aiff

For Further Investigation

6. Ask students to compare and contrast Roosevelt's "Day of Infamy" address with Patrick Henry's "Liberty or Death" speech before the Virginia Convention. They should include the following suggestions:

   - Describe the setting of each speech.
   - Find examples in Henry's speech of allusion, hyperbole, onomatopoeia, rhetorical questioning, metaphor, repetition, and alliteration.
   - Examine Roosevelt's speech for examples of these literary devices.
   - Recognizing that both speeches are outstanding examples of war addresses, consider how they are different and how they are similar.
   - Decide why each of these speeches was effective.
   - Decide which speech you believe is most effective and explain why.

7. Ask students to interview a person who heard President Roosevelt deliver the "Day of Infamy" address and to write an article about the experience. Students should ask the following questions of the interviewee for their articles:

   a. How old were you and where were you at the time of the address?
   b. What do you recall about your feelings toward U.S. involvement in the war before Pearl Harbor?
   c. What were you doing when news of Pearl Harbor broke?
   d. What was your reaction to the news of Pearl Harbor, and what, if anything, did you do upon hearing the news?
   e. How did President Roosevelt sound making the speech?
   f. What were your reactions to the speech in feelings and deeds?

Roosevelt's speech is also featured in the National Archives Online Exhibit Hall at.

http://www.archives.gov/exhibit_hall/american_originals/fdr.html

Additional documents related to President Roosevelt and World War II, including the reading copy of Roosevelt's speech, are available through the Archival Research Catalog (ARC) Identifier:

306450

ARC replaces its prototype, the NARA Archival Information Locator (NAIL). You can still perform a keyword, digitized image and location search. ARC's advanced functionalities also allow you to search by organization, person, or topic.

ARC is a searchable database that contains information about a wide variety of NARA holdings across the country. You can use ARC to search record descriptions by keywords or topics and retrieve digital copies of selected textual documents, photographs, maps, and sound recordings related to thousands of topics.

Currently, about 13% of NARA's vast holdings have been described in ARC. 124,000 digital images can be searched in ARC. In keeping with NARA's Strategic Plan, the percentage of holdings described in ARC will grow continually.

Page URL: http://www.archives.gov/digital_classroom/lessons/day_of_infamy/teaching_activities.html

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DRAFT No. 2 December 7, 1941.

PROPOSED MESSAGE TO THE CONGRESS

Yesterday, December 7, 1941, a date which will live in infamy the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at the moment at peace with that nation and was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that diplomatic negotiations it contained no threat or hint of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

Document 1 – Annotated Typewritten Copy of "Day of Infamy" Speech, Page 1

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DRAFT NO. 1

-2-

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition American ships have been torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

Last night Japanese forces attacked Hong Kong.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very safety of our nation.

As Commander-in-Chief of the Army and Navy I have directed that all measures be taken for our defense.

Long will we remember the character of the onslaught against us.

(A) No matter how long it may take us to overcome this premeditated invasion, the American people will in their righteous might win through to absolute victory.

Document 1 – Annotated Typewritten Copy of "Day of Infamy" Speech, Page 2

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DRAFT NO. 1 -3-

I speak the will of the Congress and of the people ~~of this~~ when I assert that we will not only defend ourselves to the uttermost but will see to it that this form of treachery shall never endanger us again. Hostilities exist. There is no denying the fact that our people, our territory and our interests are in grave danger.

I, therefore, ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire.

Document 1 – Annotated Typewritten Copy of "Day of Infamy" Speech, Page 3

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Document 2 - President Franklin D. Roosevelt Signing the Declaration of War Against Japan, December 8, 1941

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Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

___ Newspaper	___ Map	___ Advertisement
___ Letter	___ Telegram	___ Congressional record
___ Patent	___ Press release	
___ Memorandum		___ Census report
	___ Report	___ Other

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

___ Interesting letterhead	___ Notations
___ Handwritten	___ "RECEIVED" stamp
___ Typed	___ Other
___ Seals	

3. DATE(S) OF DOCUMENT:

_____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

_____

POSITION (TITLE):

_____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

_____

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

_____
_____
_____

B. Why do you think this document was written?

_____
_____

C. What evidence in the document helps you know why it was written? Quote from the document.

_____
_____

D. List two things the document tells you about life in the United States at the time it was written:

_____
_____

E. Write a question to the author that is left unanswered by the document:

_____
_____

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Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

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SOUND RECORDING ANALYSIS WORKSHEET

Franklin D. Roosevelt's 'Day of Infamy' Speech

Step 1. Pre-listening:

a. Whose voice will you hear on the recording?
_____

2. What is the date of the recording?
_____

3. Where was the recording made?
_____

Step 2. Listening:

a. What special physical qualities of the recording exist, such as music, live broadcasting, narration, sound effects, or background sounds?
_____

b. What is the tone or mood of the recording?
_____

c. What can you tell about the speaker from his voice and delivery?
_____

d. Does this speech have a greater or lesser effect on you in its spoken form than in its written form? Analyze your reaction.
_____
_____
_____

Step 3. Post-listening (or repeated listening):

a. List at least three changes between the first draft and the spoken address.
1. _____
2. _____
3. _____

b. How did these changes add or detract from the effect of this speech on Congress and the people of the United States?
_____

c. How did President Roosevelt use his voice to add to the effect of his words? Consider pitch, volume, pace, and pauses.
_____

d. You are a member of Congress sitting in the Senate chamber. Before Roosevelt's speech, you were undecided whether to vote to continue U.S. isolation or to commit the country to war. On the back of this worksheet, write a letter to someone at home explaining how listening to this speech affected you.

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